

PLENARY SESSION

Project Evaluation

March 10, 2021 (5:25pm-6:25pm EST)
U.S. Department of Education

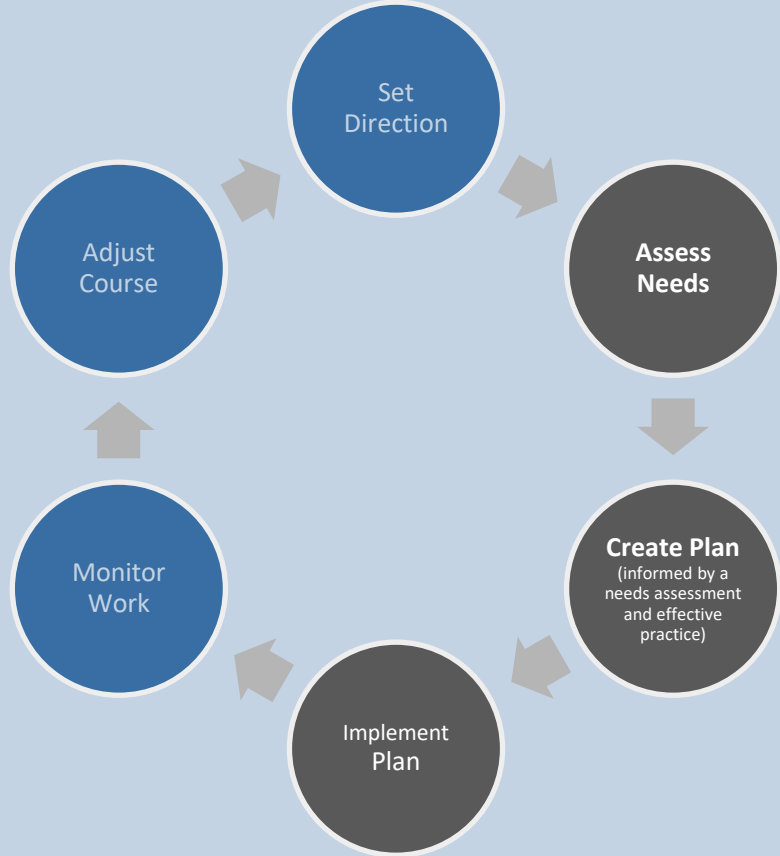
Presenters: Dr. Mary Lee and Dr. John Lockwood

Improvement Cycle

Theory of Action

Presentation Series:

- Project Planning
- Project Implementation
- Project Evaluation



Session Objectives

By the end of this session, participants will:

- ✓ Understand the purpose and necessity of a project evaluation.
- ✓ Understand the definition and role of outcomes in a project evaluation.
- ✓ In-session Activity: “Evaluation chart: Desired project outcome and quarterly performance targets”

What is Evaluation?

Evaluation

A systematic collection and analysis of data needed to make informed decisions about a specific program, project or intervention.

Why Evaluate?

Justification

Helps justify delivery of services/intervention

Accountability

Shows funds are spent appropriately and efficiently

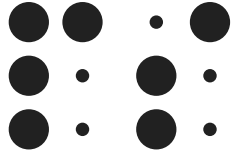
Documentation

Demonstrates program outcomes were achieved

Decision Making

Helps make decisions about the program's future direction

Common Types of Evaluation



Needs

- + Assesses the needs of a community
- + Used to plan an intervention



Process/ Formative

- + Measures how well program is working towards outcomes
- + Provides information to make mid-course corrections
- + Conducted throughout program period



Outcome/ Summative

- + Measures if/how program outcomes were met
- + Measures impact of program on target population
- + Conducted at the end of a program

Developing Outcomes

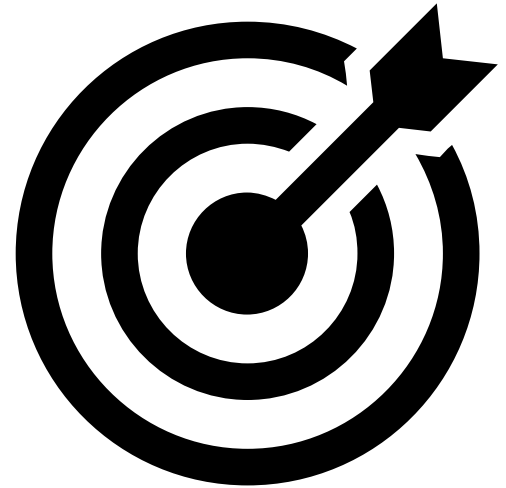
What are Outcomes?

The **effects or impacts of your project activities**; observable changes that get measured

- E.g., Changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status.

Outcomes are the **anchor of an evaluation**

Evaluation questions are written around project outcomes



Outcomes are SMART

Specific – who, what, when, where, why, how

Measurable – numeric or descriptive

Achievable – enough resources, realistic, accountable

Relevant – align to central goals of your program

Timely – can be accomplished within realistic deadlines

Be Careful! Outcomes are NOT Outputs

Outcomes are the effects or impacts of your project activities on intended subjects (e.g., people, practices, policies).

e.g., Increased student knowledge, improved teacher performance, a more efficient planning process

Outputs are the products of your project activities.

e.g., a planning workshop, a curriculum, a professional development manual

Example Outcome Statements

Example 1 (Process Outcome)

“The new enrollment protocol for the College of Arts & Sciences reduces the average student processing time 20% by Fall 2021.”

Example 2 (Participant Outcome)

“50% of 8th grade science teachers, who participate in the Aloha ‘Āina professional development program, incorporate a minimum of one place-based learning activity in their environmental science curriculum by the end of the 2020-2021 school year”.

Specific
Measurable
Achievable
Relevant
Timely

ALSO:

Identifies a subject that will show change –
E.g., the recipients of project services

Action oriented - use action verbs

Describes a single change – E.g., a change in knowledge, a change in practice

Example: Why is the first outcome poor and the second outcome better?

Remember our **S.M.A.R.T.** criteria!

Is the Outcome **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely?

POOR

Work with teenage mothers in Honolulu to overcome the challenges of dropping out of school.

BETTER

80% of teenage mothers, who attend the Aloha United Way extension program, obtain their GED within one year of completion.

**Any Questions
So Far?**

Linking Performance Targets to Outcomes/ Annual Objectives

Developing Quarterly Performance Targets For an Outcome/Annual Objective

Outcomes = The effects or impacts of your project activities on the intended subject(s)

Note: The Grant Applications use the terms “outcomes” and “annual objectives” interchangeably

Performance Targets = Quarterly targets to reach your annual outcomes/objectives



Sample Outcome and Quarterly Performance Targets

Annual Outcome/Objective: Improve third grade literacy proficiency scores by 2% by the beginning of the next school year.

Quarter 1 Performance Target: third grade reading scores improve 0.5% as measured by the formative assessment

Quarter 2 Performance Target: third grade reading scores improve by an additional 0.5%

Quarter 3 Performance Target: third grade reading scores improve by an additional 0.5%

Quarter 4 Performance Target: Goal of 2% improvement is achieved!

Sample Outcomes and Quarterly Performance Targets

Annual Outcome/Objective: 6th grade students increase the percentage of time spent completing higher order literacy activities in the Reading Rainbow distance learning program by 10% by the beginning of the next school year.

Quarter 1 Performance Target: 6th grade higher order activity completion rates increased by 2% as measured by program user analytics.

Quarter 2 Performance Target: 6th grade higher order activity completion rates increased by 4.5% as measured by program user analytics.

Quarter 3 Performance Target: 6th grade higher order activity completion rates increased by 7% as measured by program user analytics.

Quarter 4 Performance Target: Goal of 10% increase is achieved!

Data sources that can be used as evidence for your outcomes/objectives and quarterly performance targets



Surveys and Questionnaires (e.g., electronic, pen-and-paper)



Interviews (e.g., individual, group)



Observation (e.g., watching teachers teach in the classroom)



Assessments (e.g., standardized tests, pre/posttests, online tests)



Extant data (e.g., documents, databases, user analytics)

Example CGA Section “5b”: Annual Objectives/Outcomes

5b. Annual Objectives: (Limit words to 300 or fewer)

Annual Objective 1: Professional development on intercultural competencies that strengthen intrapersonal and interpersonal skills will increase K-12 teachers’ awareness of their individual attitudes, knowledge & comprehension, and skills to improve student achievement.

- A. Year 1 (FY 2021 – 2022) – 35% of K-12 teachers will self-report in surveys that they have increased awareness of their individual attitudes, knowledge & comprehension, and skills.
- B. Year 2 (FY 2022 – 2023) – 65% of K-12 teachers will self-report in surveys that they have increased awareness of their individual attitudes, knowledge & comprehension, and skills.
- C. Year 3 (FY 2023 – 2024) – 95% of K-12 teachers will self-report in surveys that they have increased awareness of their individual attitudes, knowledge & comprehension, and skills.

Example: Means of Evaluating Program Outcomes Chart (CGA, “5c”)

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement	Evidence-Based	Baseline Data	Quarterly Performance Targets			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
K-12 teachers will participate in professional development trainings that will help them become more aware of their individual (A)ttitudes, (K)nowledge & (C)omprehension, and (S)kills (AKCS).	<u>Annual Objective 1</u> <u>By the end of FY 2021 – 2022, 35% of K-12 teachers will self-report in surveys that they have increased awareness of their individual AKCS.</u>	Web-based survey post-professional development workshop series	Percentage of K-12 teachers who will self-report in surveys of increased awareness of their individual AKCS.	No	No data available – seeking to establish a baseline during FY 2021-2022	20% of teachers will self-report in surveys of increased awareness of their AKCS.	25% of teachers will self-report in surveys of increased awareness of their AKCS	30% of teachers will self-report in surveys of increased awareness of their AKCS..	35% of teachers will self-report in surveys of increased awareness of their AKCS

**Activity: Give it
a Try!**

Quarterly Performance Targets

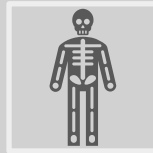
What will your project accomplish each quarter to achieve its outcomes by the end of the Year 2 of the current funding cycle?



**Use the CGA “5c”
template provided**



**Use a current annual
outcome/objective
from your CGA**



**Work backwards to create
quarterly performance
targets for one annual
outcome/objective**

Can Someone Share Their Example?

Quarterly Performance
Targets Aligned to One
Outcome/Annual
Objective



Additional Alignments

Remember! Annual Objectives/Outcomes and Performance Targets Must Align to Overall Purpose of your Project (See: CGA, “6b”)

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: (Limit words to 850 or fewer)

1. Way(s) the Supplemental Project will Enhance the Basic Program of Instruction

- I. Professional development on intercultural competencies that strengthen intrapersonal and interpersonal skills will enhance the basic program of instruction by increasing teachers' awareness of their individual attitudes, knowledge & comprehension, and skills that will help them to better communicate, understand, connect with students, which would lead to more effective instruction, communication, and connection with students.
- II. Professional development on intercultural competencies that strengthen intrapersonal and interpersonal skills will enhance the basic program of instruction by helping K-12 teachers create inclusive classroom environments that embrace diversity and encourage student cultural literacy through designing/implementing lesson plans, which link academic content areas, their acquired knowledge from trainings, and Dalton's (1998) five standards of pedagogy (1 - Joint Productive Activity; 2 - Language and Literacy Development; 3 - Making Meaning; 4 - Complex Thinking; and 5 - Instructional Conversation).
- III. Professional development on intercultural competencies that strengthen intrapersonal and interpersonal skills will enhance the basic program of instruction by assisting K-12 teachers at each school to build relationships with parent(s) that will lead to increased parental engagement, which is representative of the diverse student population.

Annual Objectives/Outcomes and Performance Targets Must Also Align to Project Activities (See: CGA, “6b”)

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT: (Limit words to 850 or fewer)

3. Major Activities to Accomplish Project Goal During Three-Year Implementation Cycle

Project Activity #1 – K-12 teachers will participate in professional development on intercultural competencies to strengthen their intrapersonal and interpersonal skills.

This project will fulfill a newly identified need that supplements current professional development opportunities for teachers. ABC Public School System will hire an individual with expertise in Intercultural Competencies who will be able to design twelve (12) professional development trainings utilizing Deardorff's (2004) Process Model of Intercultural Competence in total (one (1) per quarter (4 trainings in total during each fiscal year) for K-12 teachers at the school district's central office auditorium for four hours during the district's scheduled in-service days. The format of the trainings will be mostly interactive, collaborate, and will vary from large to small group discussions/activities. The three-year implementation cycle will consist of the following professional development workshops:

- **Year 1 (Fiscal Year 2021 – 2022)** – K-12 teachers will participate in 4 trainings to become aware of their Attitudes, Knowledge & Comprehension, and Skills.
- **Year 2 (Fiscal Year 2022 – 2023)** – K-12 teachers will participate in 4 trainings to become aware of their Attitudes, Knowledge & Comprehension, and Skills.
- **Year 3 (Fiscal Year 2023 – 2024)** – K-12 teachers will participate in 4 trainings to become aware of their Attitudes, Knowledge & Comprehension, and Skills.

**Any Final
Questions?**

Thank You!

Need more information? We are here to help. Contact:

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